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ABSTRACT

The foreign languages segment of Arkansas' statewide curriculum guide outlines instructional objectives for French I and II and Spanish I and II in the four language skills (listening, speaking, reading, and writing) and culture. The guide does not recommend any specific material or method, but emphasizes skills and learning objectives to produce language competency. For each course a section on language structure, to be incorporated into all skills, and a vocabulary guide are included. Three skill levels (basic, developmental, and extension) are presented for each course. (MSE)

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INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Developmental skills are those skills beyond the basic level that should be introduced and taught, but not necessarily mastered by all learners. Often developmental skills at one grade level become basic skills at a later grade or in a more advanced course.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

FOREIGN LANGUAGE

The purpose of this section is to outline the instructional objectives for French I and II and Spanish I and II in the four language skills and culture. These guidelines do not recommend any particular basic materials or advocate any specific method. The emphasis is on skills and learning objectives designed to produce language competency. For this reason the target language should be used as much as possible in the classroom.

For each course a section on structure is included, not to be treated as a separate entity, but to be incorporated into all the skills. A guide for vocabulary has also been included and should be taught in a culturally authentic context. Although each of the courses contains a section on culture in the same format as that of the skills, teachers are reminded that language and culture cannot actually be separated. Language is the central feature of culture, the basic medium for its expression. Language and culture occur simultaneously, and the meaning of any utterance is the combination of the sound, grammar, vocabulary and cultural systems reflected in it. The sections on culture should be used as guides or checklists to ensure that culture is interwoven into all phases of the language learning process.

Three levels of objectives have been included for each course. Basic Skills are to be mastered by all students. Developmental Skills and Extension Skills are to be taught for competency beyond the minimal level; however, mastery by all students is not required.

The practical application of language is evident in various careers. An increasing number of professions and trades require competency in a second language as an ancillary skill. A unit on career education shall be incorporated into the regular course. Source material is available in the **Foreign Language Handbook** from the Arkansas Department of Education.

French I

LISTENING

Basic Skills

A. Recognize sound differences between English and French.
B. Distinguish between similarly pronounced French words.
C. Recognize liaisons and élisions.
D. Recognize whether a sentence is a statement or a question.
E. Recognize changes in meaning made by minimal modification in word form – number and gender.
F. Recognize structural changes, such as singular/plural, subjects and verbs, and positive and negative responses.
G. Demonstrate comprehension of basic classroom commands.
H. Identify a visual cue which corresponds to an oral statement.

Developmental Skills

A. Indicate comprehension of familiar material by choosing the appropriate response.
B. Reconstruct in English a story told or read in French.

Extension Skills

A. Analyze similarities and differences of two or more languages.
B. Indicate comprehension of spoken French by responding appropriately.

SPEAKING

Basic Skills

A. Reproduce sounds for which there are no English equivalents and vowels without the diphthongs characteristic of English.
B. Produce a comprehensible sentence using active vocabulary.
C. Identify in French familiar objects in a picture.
D. Answer questions correctly on familiar subjects using both negative and affirmative responses.
E. Imitate short sentences with correct stress, intonation, rhythm, liaison and élision.

Developmental Skills

A. Give an appropriate verbal response to a statement, request or question, using complete sentences.
B. Restate events, facts and information in French, making necessary structural changes.
C. Expand simple sentences within the limits of familiar material.
D. Use familiar French expressions to carry out daily class activities.
E. Describe a picture, item(s) or classroom situation in French.
F. Pose questions in French on familiar subjects.
G. Participate in directed dialogue.
H. Attempt spontaneous conversation, using comprehensible language, on topics previously studied.

Extension Skills

A. Create a story in French about a visual.
B. Create and participate in word games in French.
C. Role play situations using familiar vocabulary.

READING

Basic Skills

A. Read aloud from a familiar text with proper intonation and stress.
B. Demonstrate comprehension of reading material based on familiar topics.
C. Recognize, within the limits of grammar studied, changes in meanings caused by modification of structure.

Developmental Skills

A. Read and comprehend passages containing some unfamiliar vocabulary inferring meaning from context.
B. Read aloud unfamiliar words containing familiar graphic symbols (including accent marks, alphabets, spelling and pronunciation).

Extension Skills

A. Read a passage with enough comprehension to summarize.
B. Read a passage with enough comprehension to sequence events.
C. Read a paragraph and select the topic sentence.
D. Read a group of paragraphs and create a title and/or an ending.

WRITING

Basic Skills

A. Write a familiar text from dictation.
B. Demonstrate in writing simple manipulation of grammatical structures.
C. Fill in the blanks in French sentences choosing from a vocabulary list.

Developmental Skills

A. Respond in writing to questions based on familiar materials.
B. Rewrite a familiar narrative changing the subject and/or the tense of the verb.
C. Complete a dialogue.

Extension Skills

A. Demonstrate knowledge of the parts of speech by supplying French words to fit indicated patterns.
B. Write a personal narrative on a familiar topic.
C. Fill in the blanks in French sentences with words chosen from a vocabulary list (CLOZE Activity).

CULTURE

Basic Skills

A. Demonstrate the use of formal and familiar forms of you.
B. Demonstrate the use of courtesies.
C. Identify the geographical areas in or near the United States where French is spoken.
D. Demonstrate an understanding of the impact of French culture on American culture and the English language.
E. Identify the major geographical features of France.
F. Demonstrate knowledge of the French form of government and monetary system.

Developmental Skills

A. Compare leisure activities and sports of France to those of the United States.
B. Compare eating patterns of the French to those of Americans.
C. Compare holiday customs of France and the United States.
D. Contrast the typical school day of French and American students.
E. Identify the major historical landmarks of France.
F. Recognize common French proper names.

Extension Skills

A. Expand knowledge of the language and culture of France through study of French proverbs, poems, music and art.
B. Compare typical gestures used by French and Americans.
C. Extend the use of greetings to include forms used in letter writing.

STRUCTURE

*Indicates a Basic Skill.

Sound System

A. Alphabet
B. Accent marks

Articles

*A. Definite
*B. Indefinite
C. Partitive

Nouns

A. Number
   *1. Regular
   2. Irregular
B. Gender
   *1. Regular
   2. Irregular

Adjectives

A. Types
   1. Descriptive
   2. Demonstrative
   3. Possessive

B. Agreement
   *1. Regular
   2. Irregular

C. Placement
   *1. After nouns
   2. Before nouns

Pronouns

*A. Subject
B. Disjunctive (stress)
C. Object

Prepositions

A. A (à)
   *1. Basic meaning
   2. Contractions with le and les

B. De
   *1. Basic meaning
   2. Contractions with le and les
   *3. Possession with proper noun

C. Common prepositions
   *1. Meaning
   2. With nouns and pronouns

Verbs

*A. Regular groups (-er, -ir, -re)

B. Irregular verbs
   1. Etre
   2. Avoir
   3. Faire
   4. Aller
   5. Other irregular verbs within limits of textbook

*C. Negation with ne...pas

D. Imperatives
   *1. Recognition
   2. Formation

E. Infinitive
   1. After verbs requiring no preposition
   2. After verbs requiring preposition

F. Tenses
   *1. Present (regular verbs)
   2. Future with aller
   3. Passé composé

Basic word order

*A. Statements
B. Questions

Adverbs (not derived from adjectives)

*A. Meaning
B. Placement

*Coordinate Conjunctions

Interrogatives

*A. Est-ce que
*B. N'est-ce pas
C. Inversion
D. Information question words

BASIC VOCABULARY

*Indicates a Basic Skill category. Other word groups are appropriate for developmental and extension learnings.

General categories of vocabulary are suggested as topics appropriate for Level I. The choice of specific words and the order of presentation will vary according to textbook organization and teacher preference. The testing of vocabulary will be included as an integral part of listening, speaking, reading, writing and culture.

*Greetings (bonjour, salut, au revoir, etc.)
*Courtesies (merci, de rien, pardon, s'il vous plaît, etc.)
*Numbers (1-100) (Recognition)
*Weather (Quel temps fait-il? Il fait beau, mauvais, froid, chaud. Il pleut, neige).
*Time (Quelle heure est-il? Il est trois heures. Et demi(e), midi, minuit) (Recognition)
*Calendar (dates, days, months, seasons)
*Immediate Family (mother, father, sister, brother, aunt, uncle)
*Colors (red, blue, yellow, brown, green, black, white)
*Basic Classroom Objects and Instructions
Age
Common Clothing
Places in the Community
Meals and Foods
Common Occupations
Modes of Transportation
Animals
Rooms of the House and Furnishings
Parts of the Body
Leisure Activities
Idiomatic Expressions

French II

LISTENING

Basic Skills

A. Indicate understanding of spoken French based on familiar material.
B. Reconstruct in English, information or events given in spoken French.
C. Comprehend, through sensible guessing and repeated listening, the main point of a spoken passage that contains both familiar and some unfamiliar vocabulary.
D. Discriminate among French sounds heard in context of phrases and sentences.
E. Demonstrate understanding of spoken questions of a personal or informal nature based on familiar material.

Developmental Skills

A. Reconstruct in French, spoken material presented by a variety of voices.
B. Demonstrate understanding of common classroom instructions and simple explanations of grammar given in French.
C. Identify pronunciation errors.

Extension Skills

A. Respond to a series of instructions given in French.
B. Infer general meaning of authentic material in French (TV programs, films, radio broadcasts, tapes not related to the text, records, etc.).

SPEAKING

Basic Skills

A. Restate events, facts or information, making necessary structural changes.
B. Initiate simple questions on familiar material and respond appropriately to questions asked by other students or the teacher.
C. Expand simple sentences using familiar material.
D. Use familiar French expressions to carry out daily classroom activities.
E. Describe a picture, item(s) or classroom situation in French.
F. Attempt spontaneous conversation with classmates or the teacher using comprehensible language on topics previously studied.

Developmental Skills

A. Reproduce all sounds of the speech system so they could be recognized by a native speaker and distinguish clearly those sounds where an error can distort meaning.
B. Use correctly basic sentence patterns appropriate to structures taught in French II.
C. Read orally material containing familiar vocabulary and structures, refining pronunciation, intonation and stress.

Extension Skills

A. Expand Extension Skills from French I Speaking Skills.
B. Retell or describe in French an everyday activity of interest to the class.
C. Attempt spontaneous conversation with a native speaker.

READING

Basic Skills

A. Read and comprehend familiar and recombined materials similar to those found in French II textbooks.
B. Read and comprehend passages containing some unfamiliar vocabulary, inferring meaning from context.

Developmental Skills

A. Demonstrate comprehension of unfamiliar words belonging to the same families as known words such as pauvre, pauvreté/arrivée, arriver.
B. Read and comprehend passages containing dissimilar syntax as well as unfamiliar vocabulary.
C. Demonstrate comprehension of cognates of English words.

Extension Skills

A. Read a passage with enough comprehension to summarize.
B. Read a passage with enough comprehension to sequence events.
C. Read a paragraph and select the topic sentence.
D. Read a group of paragraphs and create a title and/or an ending.

WRITING

Basic Skills

A. Rewrite a familiar narrative changing from one subject to another in a given tense.
B. Create appropriate dialogue lines.
C. Respond in writing to written questions.
D. Develop a grammatically correct sentence from controlled cues.

Developmental Skills

A. Write from dictation material previously learned or examined for details.
B. Write from dictation recombined materials not previously examined.

Extension Skills

A. Write from dictation unfamiliar materials.
B. Fill in the blanks in French sentences with words chosen from a vocabulary list (CLOZE Activity).

CULTURE

Basic Skills

A. Identify in French the geographical borders of France.
B. Identify the countries which include French as an official language.

Developmental Skills

A. Identify major historical personalities.
B. Expand knowledge of the contributions of contemporary French culture and industry to American society and economy by examining current periodicals.
C. Describe the contributions of some of the historic provinces to modern French culture.

Extension Skills

A. Examine the French educational system.
B. Compare and contrast styles of architecture found in France.

STRUCTURE

*Indicates a Basic Skill.

All structures identified for French I will be refined and reinforced in French II.

Adjectives

A. Types
   *1. Demonstrative
   *2. Possessive
   3. Descriptive
      a. Beau
      b. Nouveau
      c. Vieux
B. Comparative
C. Superlative
D. Placement

Pronouns

A. Object
   *1. Direct
   *2. Indirect
   3. Y
   4. En
B. Ce versus il

Prepositions

A. A (à)
   *1. Contractions of à with le and les
   2. With infinitives
   3. With cities
B. De
   *1. With le and les
   2. With plural adjectives before nouns
   3. With expressions of quantity
   4. With infinitives
   5. With cities and countries

C. Common prepositions
   *1. Meaning
   2. With nouns and pronouns
   3. En with countries

Verbs

A. Irregular verbs
   *1. Pouvoir, vouloir, dire, lire, écrire, venir, tenir, mettre, prendre, partir, sortir
   2. Other irregular verbs within limits of textbooks
B. Imperatives with pronouns
C. Infinitives
   *1. Verbs which require no prepositions
   2. Verbs which require prepositions
D. Reflexive verbs
E. Tenses
   *1. Passé composé with avoir (regular verbs)
   2. Passé composé with avoir (irregular past participles)
   3. Passé composé with être
   4. Agreement of past participle in passé composé
   5. Imperfect
   *6. Regular formation of future

Adverbs

A. Formation from adjectives
B. Irregular adverbs
C. Placement and comparisons

Interrogatives

A. Inversion
B. Information question words

Verbal expressions

A. Venir de plus infinitive
B. Depuis

BASIC VOCABULARY

*Indicates a Basic Skill category. Other word groups are appropriate for developmental and extension learnings.

General categories of vocabulary are suggested as topics appropriate for Level II. The choice of specific words and the order of presentation will vary according to textbook organization and teacher preference. The testing of vocabulary will be included as an integral part of listening, speaking, reading, writing and culture.

*Greetings
*Courtesies
*Numbers
*Weather
*Time
*Calendar
*Family
*Colors
*School, Classroom Objects and Instructions
*Age
*Clothing
*Transportation and Travel
*Directions
*Stores and Shopping
*Health
Places in the Community
Meals and Foods
Occupations
Animals
Rooms of the House and Furnishings
Parts of the Body
Leisure Activities
Idiomatic Expressions
Countries, Nationalities and Languages
Physical Descriptions
Telephoning

Spanish I

LISTENING

Basic Skills

A. Listen to and discriminate among various Spanish vowel sounds.
B. Listen to and discriminate among various Spanish consonant sounds.
C. Recognize the relationship of the sound indicators of:
   1. gender
   2. number
D. Listen to and distinguish between stressed and unstressed syllables.

Developmental Skills

A. Indicate comprehension of Spanish intonation, stress and rhythm.
B. Comprehend linking of sounds and phrasing.
C. Listen to and discriminate among the vowel clusters.
D. Comprehend vocabulary items and content of dialogues.

SPEAKING

Basic Skills

A. Produce in stressed or unstressed syllables:
   1. single vowels without diphthongs
   2. dipthongs without separation
B. Produce consonants in syllables without distortion.
C. Imitate vowels and consonants of Spanish.
D. Pronounce familiar words properly.

Developmental Skills

A. Imitate authentic patterns of intonation, stress, rhythm and linking.
B. Express ideas orally using appropriate grammatical forms.
C. Use familiar vocabulary items and content of dialogues in conversation patterns.
D. Produce intonation patterns which differentiate declarative, interrogative and exclamatory utterances.

Extension Skills

A. Express ideas orally using word order characteristic of spoken Spanish.
B. Memorize and recite poetry.

READING

Basic Skills

A. Read aloud and fix the association of the written symbol with the spoken word.
B. Recognize punctuation marks which affect meaning in Spanish.
C. Recognize new vocabulary items which are true cognates in English.
D. Recognize syntactic signs:
   1. verb ending
   2. number
   3. gender

Developmental Skills

A. Read aloud in Spanish without interference from English syntactical patterns.
B. Recognize changes in meaning caused by structural changes.
C. Expand vocabulary through exposure to synonyms and antonyms.
D. Make intelligent guesses of unknown vocabulary based on context and sentence structure.
E. Read and comprehend familiar dialogues and narratives without recourse to translation.
F. Read and comprehend recombinations of material previously learned.

Extension Skill

Make up questions from familiar material.

WRITING

Basic Skills

A. Write accurately material previously studied.
B. Control the aspects of punctuation and capitalization peculiar to Spanish.
C. Write from dictation of familiar material.

Developmental Skills

A. Express ideas in writing using appropriate word order.
B. Express ideas in writing using appropriate grammatical forms.

Extension Skills

A. Express ideas in writing using appropriate grammatical forms.
B. Compose simple poetry, songs, etc., in Spanish.

CULTURE

Basic Skills

A. Identify the major geographical areas where Spanish is spoken.
B. Demonstrate an understanding of the influence of Spanish culture and language on the United States.
C. Demonstrate the use of formal and familiar forms of address.

Developmental Skills

A. Identify festivals and holiday customs of Hispanic peoples.
B. Compare popular sports of Spanish-speaking countries with those of the United States. Use this study as a basis for learning about sports in the Hispanic world, such as soccer, jai alai and bullfighting.
C. Identify gestures (different from those of English speakers) used by Spanish speakers.
D. Recognize music, literary figures and art typical of Spanish-speaking countries.
E. Develop an awareness of the differences of the roles of men and women in the Hispanic world and in the United States.
F. Identify expressions common to salutations and closings in Spanish letter writing.

Extension Skills

A. Develop letter-writing skills.
B. Extend knowledge of music, literary figures and art typical of Spanish-speaking countries.

STRUCTURE

*Indicates a Basic Skill.

Articles

*A. Definite
*B. Indefinite – with omission of:
    1. nationality
    2. religion
    3. rank/occupation
    4. other exceptions
*C. Gender
*D. Number
*E. Contraction of definite article with a and de
*F. Dropping of o in uno before a masculine singular noun
G. Uses
    1. With parts of the body and articles of clothing
    2. With titles
    *3. With days of the week

Nouns

*A. Gender
*B. Plural
*C. Those referring to both male and female members of the group (hermanos, tíos, abuelos)

Pronouns

A. Kinds
  *1. Subject
  *2. Object – single only
    a. Direct
    b. Indirect
  *3. Possessives
  4. Reflexive
  *5. Prepositional
  6. Demonstrative
  7. Indefinite
  *8. Interrogative (quién, quiénes)
B. Usage
C. Placement

Adjectives

A. Kinds
  *1. Descriptive
  2. Demonstrative
  *3. Possessive
  4. Quantitative
*B. Agreement
*C. Placement

*Interrogative Words (cuándo, dónde, etc.)

Prepositions

A. Common prepositions (a, de, para, etc.)
*B. Possession with de
*C. Personal a

Verbs

A. Present tense – indicative only
  *1. Regular (-ar, -er, -ir)
  2. Stem changing (e to ie, o to ue, e to i)
  3. Irregular verbs (ser, estar, ir)
  4. Verbs with spelling changes
  5. Ser and estar

B. Preterite
   1. Regular
   2. -ir stem changing (e to i, o to u)
   3. Other common irregular verbs
C. Imperfect – brief introduction
D. Commands
   *1. Formal – negative and affirmative
   2. Familiar – negative and affirmative
   3. Direct and indirect – negative and affirmative
E. Infinitive Constructions
   *1. Ir + a
   *2. Poder
   *3. Querer
   *4. Tener que
   5. Deber
   6. Acabar de
   7. Hacer que
F. Vosotros

Common adverbs of place and time

*A. Formation of adverbs from adjectives
*B. Time and place adverbs

Negative versus affirmative (nada/algo, nadie/alguien, nunca/siempre)

*Basic sentence patterns

A. Declarative
B. Imperative
C. Interrogative

Conjunction changes (y to e, o to u)

BASIC VOCABULARY

*Indicates a Basic Skill category. Other word groups are appropriate for developmental and extension learnings.

The following vocabulary topics are intended to be guides for word study. Vocabulary words may vary from one text to another. The testing of vocabulary will be included as an integral part of listening, speaking, reading, writing and culture.

*Basic Parts of the Body
*Colors
*Classroom Items
*Calendar
*Seasons
*Idioms
*Age
*Family
*Foods and Meals
*Clothing
*House
*Time
*Weather
*Numbers (1-1000)
*Simple Mathematical Expressions
*Domestic Animals
*Sports
*Education
*City
*Greetings and Leave Takings
*Money
*Transportation
*Occupations
Physical Descriptions
Modes of Travel
Directions
Household Items
Wild Animals
Extended Family
Festivals and Holidays
Special Expressions

Note: Incorporate special vocabulary associated with culture.

Spanish II

LISTENING

Basic Skills

A. Respond to Spanish intonation, stress and rhythm.
B. Comprehend linking of sounds and phrases.
C. Comprehend vocabulary items and content of dialogue.

Developmental Skills

A. Listen to and understand Spanish spoken by a native speaker using tapes, radio commercials and exchange students.
B. Listen to authentic radio or television programs and report for comprehension.

SPEAKING

Basic Skills

A. Imitate authentic patterns of intonation, stress, rhythm and linking.
B. Use familiar vocabulary items and content of dialogues in conversation patterns.
C. Produce intonation patterns which differentiate declarative, interrogative and exclamatory utterances.
D. Express ideas orally using appropriate grammatical forms.

Developmental Skills

A. Express ideas using word order characteristic of spoken Spanish.
B. Memorize and recite poetry.

READING

Basic Skills

A. Read aloud in Spanish without interference from English syntactical patterns.
B. Recognize changes in meaning caused by structural changes.
C. Expand vocabulary through exposure to synonyms and antonyms.
D. Make intelligent guesses of unknown vocabulary based on context and sentence structure.
E. Read and comprehend familiar dialogues and narratives without recourse to translation.
F. Read and comprehend recombinations of material previously learned.

Developmental Skill

Read a selection and develop questions from familiar material.

Extension Skill

Read a Spanish short story, poem or periodical and discuss the content.

WRITING

Basic Skills

A. Express ideas in writing using appropriate word order.
B. Write from dictation a text composed of familiar material.
C. Rewrite a paragraph making structural changes.
D. Respond in writing to questions based on familiar topics.

Developmental Skills

A. Express ideas in writing using appropriate grammatical forms with original material.
B. Change dialogues to narrative forms and narrative forms to dialogues.

Extension Skills

A. Write a brief account of a personal experience or write briefly on a designated topic.
B. In Spanish compare Hispanic poetry and songs to English ones.

CULTURE

Basic Skills

A. Identify some of the principal rulers and leaders of Spanish-speaking countries.
B. Identify important artists or literary figures.

Developmental Skills

A. Contrast specific aspects of the educational system of the United States with those of selected Spanish-speaking countries.
B. Identify through selected literary reading social values of Hispanic people.
C. Contrast customs in the United States and Spanish-speaking countries.
D. Identify some of the dialects of Spanish, including those in the local community, if applicable.

STRUCTURE

*Indicates a Basic Skill.

All structures identified for Spanish I will be refined and reinforced in Spanish II.

*Nouns

*Articles

A. Repetition before noun (El muchacho, el perro y el hombre van a la tienda.)
B. Usage
   *1. With name of languages (el español)
   *2. With geographical names (el Perú, el oeste)
   3. In a general sense (me gusta el café.)
*C. Neuter lo

Pronouns

*A. Reflexive
*B. Demonstrative
*C. Indefinite
D. Double object (Me lo dio. Se lo dio.)
*E. Possessive – long form (el mio ...)
*F. Appropriate usage
*G. Placement

Adjectives

*A. Degrees of comparison
*B. Possessive – long form (el libro mio)
*C. Usage
*D. Placement

Verbs

A. Preterite
   *1. Regular
   *2. -ir stem changing (e to i, o to u)
   *3. Common irregular
B. Imperfect
   *1. Regular
   *2. Irregular
C. Perfect
   1. Future
   2. Conditional
   3. Preterite
D. Present progressive
   *1. With regular present participle
   2. With irregular present participle
E. Past perfect
F. Future
   *1. Regular
   2. Irregular
G. Conditional
H. Subjunctive
   *1. Present
      a. Regular
      b. Common irregular
   2. Imperfect
   3. Uses
      *a. After verbs and expressions of indirect command
      *b. After impersonal expressions and expressions of emotion or doubt
      *c. After conjunctions plus objectives or conditions that have not yet happened
      d. In if clause contrary to fact
I. Sequence of tenses (Si tengo cuatro dólares, iré al cine.)
J. Passive voice
   1. Expressed by ser
   2. Expressed by a reflexive construction
K. Vosotros
L. Commands
   *1. Familiar
      a. Negative
      b. Affirmative
   *2. Direct and indirect
M. Past participle
   1. Regular
   2. Irregular
   3. As adjective

Prepositions

A. Para and por
B. Idioms with a, de, en, por, vez

*Infinitives

A. After a, de, en, con
B. After miscellaneous prepositions

* Sino/Pero

* Conjunctions

* Negative words versus affirmative words

* Adverbs

1. Formation
2. Usage
3. Placement

BASIC VOCABULARY

*Indicates a Basic Skill category. Other word groups are appropriate for developmental and extension learnings.

The following vocabulary topics are intended to be guides for word study. Vocabulary words may vary from one text to another. The testing of vocabulary will be included as an integral part of listening, speaking, reading, writing and culture.

*Basic Parts of the Body
*Colors
*Classroom Items
*Calendar
*Seasons
*Idioms
*Age
*Family
*Foods and Meals
*Clothing
*House
*Time
*Weather
*Numbers (0-1000)
*Simple Mathematical Expressions
*Domestic Animals
*Sports
*Education
*City
*Greetings and Leave Takings
*Money
*Transportation
*Occupations
*Physical Descriptions
*Modes of Travel
*Directions
*Household Items
*Extended Family
Wild Animals
Festivals and Holidays
Special Expressions

Note: Incorporate special vocabulary associated with culture.